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AUTHOR Maker, C. June, Ed.; Schiever, Shirley W., Ed.
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ABSTRACT

This collection of 41 articles examines critical issues in the provision of special services for gifted Asian American, American Indian, Black, and Hispanic American students. The following key issues are addressed for each group: (1) the identification of the gifted in that population; (2) the purpose of the special program for that population; (3) the need to differentiate the special program from that provided for majority culture students; (4) the nature of program modifications; and (5) any special considerations and administrative implications. The following findings are discussed: (1) definitions of giftedness must be appropriate to the student being served; (2) internal program articulation must address student strengths and weaknesses, and prevent interruptions in service by stabilizing placement criteria; (3) definitions, program purpose, and identification procedures must be clear; (4) all aspects of the program must be consistent with each other; (5) definitions and program purposes must be comprehensive; (6) teachers must respond to the differing values, concerns, and behavioral manifestations of giftedness; (7) gifted students must be viewed as having unique needs that are different from their peers'; and (8) instruments and procedures used in assessment must be valid. A 32-item list of materials and resources for developing a curriculum for Hispanic American students and 32 charts and illustrations are included. Statistical data are presented in three tables and one graph. A 495-item bibliography and brief biographies of the editors and contributors are appended. (FMW)

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